

NTST538-031
STUDIES IN HEBREWS

Spring Semester 2019

Jiří Moskala, ThD, PhD

Andrews University

NTST538-031

STUDIES IN HEBREWS

JANUARY 6–10, 2019

SPRING SEMESTER 2019

MA in Pastoral Ministry (English Track)

GENERAL CLASS INFORMATION

Course Acronym: NTST538 031
Class Name: Studies in Hebrews
Semester & Year: Spring Semester 2019
Class Location: Whirlpool Room (No. 107)
Chan Shun Hall
4185 East Campus Circle Drive
Berrien Springs, MI 49104
Class Dates/Times: Sunday, 6:00–9:30 pm
Monday–Wednesday, 8:00 am–12:30 pm; 1:30–7:30 pm; Thursday, 8:00 am–12:30 pm; 1:30–7:00 pm
Credits Offered: 3

INSTRUCTOR CONTACT

Instructor: Jiří Moskala, ThD, PhD
Telephone: 269.471.3536
E-mail: moskala@andrews.edu
Office Location: Andrews University, SDA Theological Seminary Suite N230
Office Hours: By Appointment (See Dorothy Show)
Course Webpage: <http://learninghub.andrews.edu>
Executive Assistant: Dorothy Show
Telephone: 269.471.3536
E-mail: showd@andrews.edu
Office Location: Andrews University, SDA Theological Seminary Suite N230

COURSE DESCRIPTION

Study of Hebrews. Greek not required. Not applicable to MDiv credit.

SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

MAPM PROGRAM OUTCOMES

MA in Pastoral Ministry (MAPM) English Track Program Outcomes

Demonstrates proper biblical interpretation skills.

STUDENT LEARNING OUTCOMES (SLO)

As a result of diligent participation in this course, the student will:

1. To highlight the significance of the book of Hebrews in relationship to the relevant teaching in the Old and New Testaments and grasp the Grand Metanarrative of Scripture.
 2. To briefly survey and evaluate the history of the book of Hebrews, with special attention to questions of introduction (date, authorship, unity, integrity, Sitz im Leben).
 3. To discuss the important themes in the book of Hebrews and demonstrate their significance in the context of intertextuality.
 4. To develop exegetical/interpretational skills and methodology that can be applied both to the New Testament as well as the rest of Scripture.
 5. To engage in exegesis and theological research of selected portions of the book of Hebrews. The Greek text/material will be incorporated into the lectures, with a view to showing the value and importance of the Greek text in the exegetical process.
 6. To develop a particular awareness of the literary artistry and structure of the book of Hebrews, both on a microstructural and a macrostructural level.
 7. To integrate the message of the book of Hebrews into personal experience, examining the practical application of the class.
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REQUIRED TEXTBOOKS

Textbooks

1. The Biblical Book of Hebrews (Read the entire book prior to intensive.)
 2. Knight, George R. *Exploring Hebrews: A Devotional Commentary*. Hagerstown, MD: Review & Herald Publishing, 2003. (Read the entire book; 254 pages.)
 3. Phillips, Richard D. *Hebrews*. Reformed Expository Commentary. Phillipsburg, NJ: P & R Publishing, 2006. (Read any 200 pages out of 670 pages.)
 4. Thompson, James W. *Hebrews*. Paideia: Commentaries on the New Testament. Grand Rapids, MI: Baker Academic, 2008. (Read any 200 pages out of 346 pages.)
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PRE-INTENSIVE REQUIREMENTS

Pre-intensive Reading Requirements

1. The Biblical Book of Hebrews (Read the entire biblical book prior to the intensive.)
 2. *Exploring Hebrews: A Devotional Commentary* (Read the entire 254 pages prior to the intensive.)
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INTENSIVE REQUIREMENTS

1. Reread the book of Hebrews during the intensive in order to follow what is presented in class lectures.
 2. Final examination will cover class lectures (Date: Thursday, January 10, 2019; 4:00–7:00 pm).
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POST-INTENSIVE REQUIREMENTS

Post-Intensive Reading Requirements

1. Thompson, James W. *Hebrews* (Read any 200 pages.)
2. Phillips, Richard D. *Hebrews* (Read any 200 pages.)

Reading Reports

Details given under *Post-intensive Course Requirements* section.

Exegesis Paper

Details given under *Post-intensive Course Requirements* section.

REQUIREMENTS DURING COURSE INTENSIVE

1. Regular Attendance and Participation
 2. Study the Elements Provided in Class
 3. Study Relevant Biblical Passages Assigned in Class
 4. Final Examination: Covers Class Lectures
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POST-INTENSIVE COURSE REQUIREMENTS

Reading/Reaction Reports—Due April 29, 2019

Three written reading/reaction reports, each three to four pages in length (typed; double spaced; Times New Roman 12-point font), on each of the three required textbooks.

These reports will declare that all the materials related to the report have been read.

- Each report will present an evaluation of the reading. In this evaluation, the student will address questions such as:
 - A. What is your overall impression of your reading—positive or negative?
 - B. What insights did you gain?
 - C. What areas did you find most helpful and why?
 - D. Which were disappointing and why?
 - E. What issues would you have liked to see the author(s) address?
 - F. What questions or difficulties arose from your reading?

Research Paper—Due April 29, 2019

Prepare a 20–25 page research paper (typed; double spaced; Times New Roman 12-point font) on selected verses from the book of Hebrews. Your verses will need to be approved by the instructor. The application of your main thought must be relevant. Your own position with reasons must be stated. See *Guidelines for the Research Paper—Seven Parts (Summary)* section for details and *Rubric for Assessing Exegesis Paper* section.

Assignment Submissions

E-mail the assigned reading reports and the research paper to Dr. Moskala's assistant Dorothy Show (showd@andrews.edu). The preferable format is PDF.

Three Reading/Reaction Reports and Research Paper—Due April 29, 2019

GUIDELINES FOR THE RESEARCH PAPER—SEVEN PARTS (SUMMARY)

1. **Title**—crucial choice; it gives the main thought and flavor to the paper and tells what a reader can expect and look for.
2. **Table of contents**—very important item which shows the flow of thoughts; it must flow straight like a river; more detailed content is better for understanding of the development of the argument (fully developed and written at the end of the writing process).

3. **Introduction**—it must contain:
 - a. **Statement of the problem.**
 - b. **Purpose** of the study (intention)—significant questions have to be asked what to expect and what should be accomplished.
 - c. **Methodology**—how the study will be conducted to get the final results.
 - d. **History of Interpretation** (major studies).
 - e. **Delimitation** of the study.
4. **Main Body** of the Study—logical steps (not all items must necessarily be included):
 - 1st Step—**Choice** of the text (5-10 verses)
 - Delimitation** of the text (justify the beginning and end of the passage)
 - Translation** of the text
 - 2nd Step—**Historical background** of the chosen book or/and passage (authorship, main persons, events, places, dates, archaeology).
 - 3rd Step—**Literary context**
 - Larger (general) context
 - Immediate context
 - 4th Step—**Literary structure** of the selected passage.
 - 5th Step—**Literary genre** —narrative, poetry, prophecy, genealogy, parable, prayer, dream, irony, hymn, song, irony, dialogue, speech, etc.
 - 6th Step—**Content and grammatical study** of the text: key words, unique vocabulary, frequency, sentences, syntax, sounds, patterns, plot, intention of the text, main thoughts, play words, concepts, ideas, allusions, puns, specific features, repetitions, parallels, inclusio, rhythm, accents, rhetoric, etc.
 - 7th Step—**Theology and message** (relevancy and application with illustrations).
5. **Intertextuality**—how the chosen biblical text is used in the rest of the Old Testament and then in the New Testament.
6. **Summary and Conclusion**—need to match with the introduction; summary of the study may be provided; clear answers must be given to the research introductory questions (unique contribution(s) may be mentioned).
7. **Bibliography**—books and articles with full data.
An excellent paper is always supplied with appropriate **footnotes** which are like windows to support what was stated in the text and provide additional material for further study.

INTENSIVE CLASS SCHEDULE (JANUARY 6–10, 2019)

Day	Time	Contact Hours	Running Total
Sunday	6:00–9:30 pm	3.5	3.5
Monday	8:00 am–12:30 pm	4.5	8.0
	1:30–7:30 pm	6.0	14.0
Tuesday	8:00 am–12:30 pm	4.5	18.5
	1:30–7:30 pm	6.0	24.5
Wednesday	8:00 am–12:30 pm	4.5	29.0
	1:30–7:30 pm	6.0	35.0
Thursday	8:00 am–12:30 pm	4.5	39.5
	1:30–7:00 pm	5.5	45.0

CREDIT-HOUR DEFINITATION & ESTIMATED TIME FOR CLASS

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements, and written assignments.

Estimated Time for This Class

Class Lectures	43
Reading the Book of Hebrews	2
Reading Required Textbooks	28
3 Required Reading/Reaction Reports	6
Research Paper	50
Preparation for Final Examinations	6
Total Hours	135

Guidelines for Specific Assignments

<i>Average reading speed:</i>	15–20 pages/hour for light reading not to be tested on 10–15 pages/hour for heavy reading for exams or Bible Commentaries
<i>Writing time:</i>	2.5–3.0 hours/double-spaced page, from start to finished product
<i>Reflective Writing Assignment:</i>	0.5 hour per page

GRADING AND ASSESSMENT

Weighting of Course Assessment Items

3 Required Reading/Reaction Reports	30%
Exegesis Paper	40%
Examination	30%
Total	100%

Grading Scale

A 95–100	B+ 85–89	B- 75–79	C 65–69	D 55–59
A- 90–94	B 80–84	C+ 70–74	C- 60–64	F 0–54

RUBRIC FOR ASSESSING EXEGESIS PAPER

	Descriptions	A	B	C	D	F	Grade
Analysis of Text	Analysis of Text (Comparisons of versions and commentaries)	Exceeds the basic standards (9–10)	Meets basic standards: knows how to identify difficulties in the translation of the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	10 (sample) Score:___
	Analysis of Literary Structure and Context (pericope, narrative, rhetorical, structural, intertextual, etc.)	Exceeds the basic standards (9–10)	Meets basic standards: the suggested structures correspond to the intent of the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0–5)	10 (sample) Score:___
	Analysis of Backgrounds (history, primary literature: Greco-Roman, Jewish, and Patristic, etc.)	Exceeds the basic standards (9–10)	Meets basic standards: Knows how to apply the information in primary and secondary historical sources to the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0–5)	10 (sample) Score:___
Expertise in Field	Interaction with secondary literature (journals, books, dissertations, Internet, etc.)	Exceeds the basic standards (9–10)	Meets basic standards: cites at least 5 source in discussion; engages in argumentation with authors at least 3 times, examining the evidence presented in the literature. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0–5)	10 (sample) Score:___
Coherence of the Paper	Construction of Argument (identification of exegetical problems, goals, and thesis, flow, conclusion, etc.)	Exceeds the basic standards (9–10)	Meets basic standards: has a thesis statement; evidence is presented to support the thesis; appropriate conclusions are drawn from the evidence (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0–5)	10 (sample) Score:___
	Style (clarity & style of writing, spelling, correct style for notes, etc.)	Exceeds the basic standards 9–10)	Meets basic standards: no more than 3 spelling or grammatical errors; no more than 3 errors in the footnote and bibliographical entries; correctly follows the Andrews Style (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0–5)	10 (sample) Score:___
Relevance	Implications (personal, relating to church, further research, sermons, etc.)	Exceeds the basic standards (9–10)	Meets basic standards: Inferences are drawn from the study; the ideas are coherent (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0–5)	10 (sample) Score:___
Overall Quality	Creativity, originality, sincerity, and quality of reflection	Very Satisfactory (9–10)	Satisfactory (8)	Somewhat Satisfactory (7)	Barely Satisfactory (6)	Not Satisfactory (0–5)	_____ Score: ___

CLASS POLICIES

Classroom Policy

No recording of the lectures will be allowed.

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact the professor as soon as possible so that accommodations can be arranged.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.” (Current *AU Bulletin*)

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records.” (Current *AU Bulletin*)

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.” (Current *AU Bulletin*.)

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.” (Current *AU Bulletin*.)

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. Tips for success include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Late Submission of Assessment

All late assessment will incur a 10% per week penalty.

The following penalties will be applied for late submission of assessment items:

Assignments received by due date: (possible A grade)

Delay up to 60 days: (no better than an A- grade)

Delay up to 90 days: (no better than a B+ grade)

Delay up to 120 days: (no better than a B grade)

Delay up to 150 days: (no better than a C grade)

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.” (Current *AU Bulletin*.)

INSTRUCTOR PROFILE

Jiří Moskala is professor of Old Testament exegesis and theology and dean of the Seventh-day Adventist Theological Seminary on the campus of Andrews University, Berrien Springs, Michigan. He joined the faculty in 1999.

Born in Cesky Tesin, Czech Republic, Moskala received a master of theology in 1979 and a doctor of theology in 1990, all from the Comenius Faculty of Protestant Theology (now Protestant Theological Faculty of Charles University), Czech Republic. His dissertation was entitled: “The Book of Daniel and the Maccabean Thesis: The Problem of Authorship, Unity, Structure, and Seventy Weeks in the Book of Daniel (A Contribution to the Discussion on Canonical Apocalypics)” and was published in the Czech language.

In 1998, he completed his doctor of philosophy from Andrews University. His dissertation is entitled: “The Laws of Clean and Unclean Animals of Leviticus 11: Their Nature, Theology, and Rationale (An Intertextual Study)” and has been published under the same title.

Prior to coming to Andrews, Moskala served in various capacities (ordained pastor, administrator, and teacher) in the Czech Republic. At the end of 1989, after the Velvet Revolution when the Communist regime fell, he established the Theological Seminary for training pastors and became the first principal of the institution.

Dr. Moskala has served as a speaker in many important Bible conferences and Theological symposia in all thirteen divisions of the Seventh-day Adventist Church and has lectured in many leading SDA universities and colleges around the world.

He is a member of various theological societies (Adventist Society for Religious Studies, Adventist Theological Society, Chicago Society of Biblical Research, Society of Biblical Literature, and Society of Christian Ethics). Dr. Moskala has authored or edited a number of articles and books in the Czech and English languages. In addition, he has participated in several archaeological expeditions in Tell Jalul, Jordan.

Dr. Moskala enjoys listening to classical music, visiting art and archaeological museums, hiking, swimming in the world’s crystal-clear waters, and reading books on a variety of topics.

He is married to Eva Moskalova. They have five adult children and six grandchildren.

